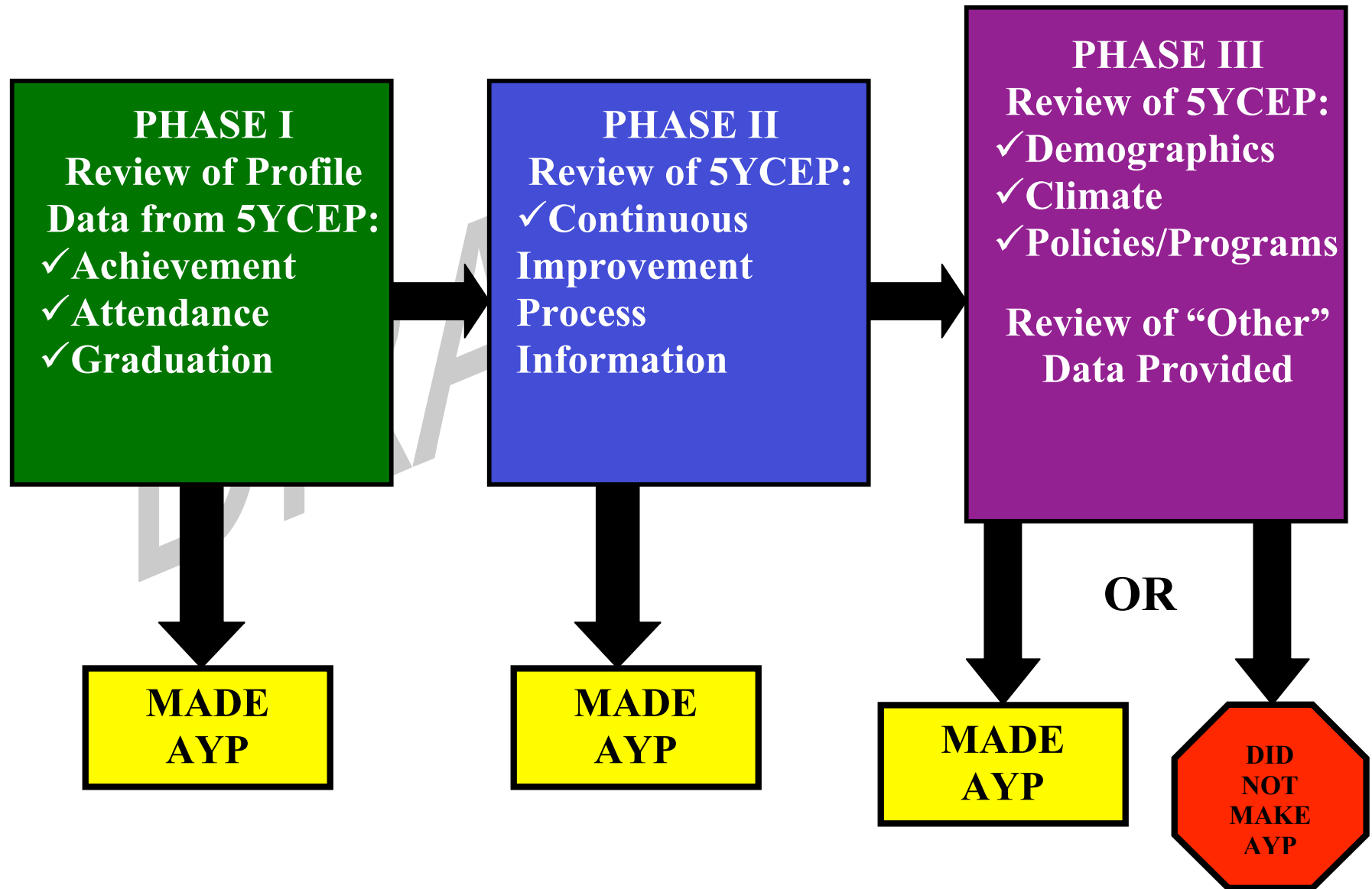


SMALL SCHOOL AYP REVIEW PROCESS - OVERVIEW





Office of Public Instruction
Linda McCulloch, Superintendent
PO Box 202501
Helena, MT 59620-2501

**Montana Statewide Accountability System for
Education (MTSASE)**
**SMALL SCHOOL AYP
RECOMMENDATION FORM**

School District Name: Grant Elementary

Legal Entity: 0003

School Name: Grant School

School Code: 0004

2003 Fall Enrollment: K-8 14

County: Beaverhead

County Number: 01

Title I School: _____ Yes _____ No

AYP Recommendation for School Year - 2002-03

Status of District AYP:

- ☐ Determination Has Been Made
☐ Determination Needs to Be Made

Based upon an overall review of the district's and school's Five-Year Comprehensive Plan and any other relevant data for determination of AYP by a review team consisting of county superintendents, OPI specialists and other administrators and educators, the following final recommendation for AYP status is provided.

- ☐ Made AYP
☐ Did Not Make AYP

Recommended Comments for School/District:

MTSASE Coordinator

Date

**MONTANA STATEWIDE ACCOUNTABILITY SYSTEM FOR EDUCATION
SMALL SCHOOL AYP REVIEW PROCESS WORKSHEET**

5 YEAR COMPREHENSIVE EDUCATION PLAN REVIEW RUBRIC

PHASE I - PROFILE REVIEW CRITERIA (Achievement, Attendance and/or Graduation Data over the last three years)

Primary Questions for Review Team:

1. Are there any significant achievement patterns in Reading and Math using IOWA test data from 2000-2001, 2001-2002, and 2002-2003?
2. Are there any significant patterns in either of the "other indicators" – attendance for K-8 or graduation rate (completion rate) for 9-12?

CRITERIA	Rating of 1	Rating of 2	Rating of 3	RATING / EVIDENCE
Achievement in Reading	Significant Pattern of Low Achievement Identified- Majority of students tested in grades 4, 8, and/or 11 are at the Novice or Near Proficiency level in at least 2 of the last 3 years OR Students enrolled but none tested.	No Significant Pattern Identified	Significant Pattern Of High Achievement Identified – Majority of students tested in grades 4, 8, and/or 11 are at the Proficient or Advanced level in at least 2 of the last 3 years.	Rating: _____
Achievement in Mathematics	Significant Pattern of Low Achievement Identified- Majority of students tested in grades 4, 8, and/or 11 are at the Novice or Near Proficiency level in at least 2 of the last 3 years. OR Students enrolled but none tested	No Significant Pattern Identified	Significant Pattern Of High Achievement Identified – Majority of students tested in grades 4, 8, and/or 11 are at the Proficient or Advanced level in at least 2 of the last 3 years.	Rating: _____

Attendance Indicator (K-8)	Significant Pattern of Low Attendance identified for the school/district – less than 40% for each of the past 2 years.	No Significant Pattern Identified	Significant Pattern of High Attendance identified for the school/district – at least 80% for the past 2 years.	Rating: _____
OR				
Graduation Indicator (9-12)	Low Graduation Rate for the school/district – less than 50% for each of the past 3 years.	No Significant Pattern Identified	High Graduation Rate for the school/district – at least 80% for each of the past 3 years.	Rating: _____
Total Phase I Rating of 9 = Recommended as having made AYP and also recommended to be reviewed for evidence of “best practices” for addition to statewide databank of such practices Total Phase I Rating of 3-8 = Continue Review Process				Total PHASE I Rating: _____

PHASE II – CONTINUED 5YCEP REVIEW

Primary Questions for Review Team:

3. Is there evidence of a continuous educational improvement process in place in the school and district?
 - a. Are the goals written to address school and district identified areas of need?
 - b. Do school and district action plans address the goals?
 - c. Is professional development in place to support the goals and action plans?

CRITERIA	Rating of 1	Rating of 2	Rating of 3*	RATING / EVIDENCE
Continuous Education Improvement Process (Goals, Action Plan, Professional Development Plan)	Component a. of the above criteria is in place.	Components a. and b. of the above criteria are both in place.	Components a., b., and c. of the above criteria are all in place. * If the goals selected are clearly aligned to the math and/or reading needs indicated by the data in Phase I, the rating of 3 is doubled.	If there is no evidence of a continuous education improvement process at all, the rating will be 0. Rating: _____
				PHASE II Total Rating: _____
Total Phase I/II Cumulative Rating of 9 or greater = Recommended as having made AYP Total Phase I/II Cumulative Rating of 3-8 = Continue Review Process				PHASE I and II Cumulative Rating: _____

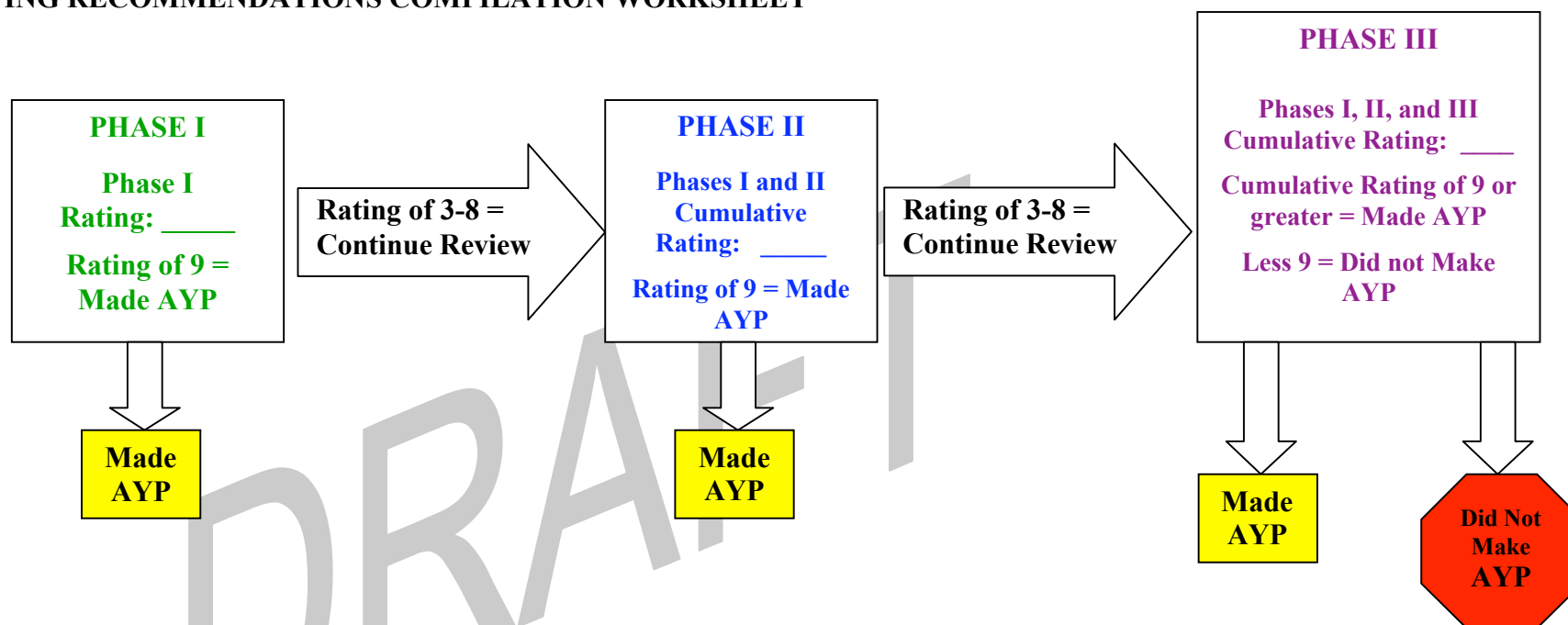
PHASE III – CONTINUATION OF 5YCEP REVIEW AND CONSIDERATION OF ANY ADDITIONAL DATA PROVIDED

Primary Questions for Review Team:

4. Is there other evidence in the following areas that impacts/mitigates the ratings given in either PHASE I and/or PHASE II?

	COMMENT ON RELATIVE IMPACT	EVIDENCE
Demographics – Information from 5YCEP		
Climate – Information from 5YCEP		
Policies/Programs – Information from 5YCEP		
Other Data or Information Provided by the School or District		
PHASE III Rating: Up to 3 points total can be granted to reflect the collective evidence of relevant impact of the above data or information.		PHASE III Rating: _____
Total Phase I/II/III Cumulative Rating of 9 or greater = Recommended as having made AYP Total Phase I/II/III Cumulative Rating of 3-8 = Continue Review Process		PHASE I, II, and III Cumulative Rating: _____

RATING RECOMMENDATIONS COMPILATION WORKSHEET



FINAL AYP REVIEW TEAM RECOMMENDATION TO THE STATE SUPERINTENDENT OF PUBLIC INSTRUCTION:

- ☐ MADE AYP
- ☐ DID NOT MAKE AYP

COMMENTS FOR DISTRICT/SCHOOL REPORT:

REVIEW TEAM #: _____